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RESPONSIBILITY TOWARDS **ANIMALS:**

CINNAMON'S STORY



DDN 6066779

A Teacher's Guide to
RESPONSIBILITY TOWARDS ANIMALS
CINNAMON'S STORY



The fifteen-minute video program entitled *RESPONSIBILITY TOWARDS ANIMALS: Cinnamon's Story* was produced jointly by ACCESS NETWORK and the Alberta Society For The Prevention Of Cruelty To Animals.

This **Teacher's Guide** was written by Elizabeth Gredley and Michele Welsh.

ACCESS NETWORK and the Alberta S.P.C.A. wish to thank the following newspapers for permission to reproduce the articles on pages 20 and 21:

The Advocate, Red Deer
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Copies of *RESPONSIBILITY TOWARDS ANIMALS: Cinnamon's Story* are available from the Media Resource Centre. The order number is BPN 2540. (If you send a blank tape to the Centre, there is no charge. If you prefer to buy tape from ACCESS, please send a purchase order to the Centre).

CONTENTS

Introduction.....	i
Before Studying This Unit.....	1
Reviewing The Issue.....	2
Gathering and Organizing Data	
1. Videotape.....	3
2. Readings.....	4
3. Interviews.....	5
4. Crossword Puzzle.....	5
Student Materials	
• “Serving Alberta” brochure	7
• “Serving Alberta” worksheet.....	10
• Animal Protection Act	11
• Criminal Code of Canada.....	13
• Motor Transport Act	14
• A.S.P.C.A. Fact Sheet: Intensive Farming.....	15
• A.S.P.C.A. Fact Sheet: Experimental Animals.....	16
• A.S.P.C.A. Fact Sheet: Trapping.....	17
• Crossword Puzzle.....	19 & 22
• Newspaper Articles.....	20
Using Data	
• Option A: A variety of animal-related issues	23
• Option B: One animal-rights issue.....	24
Bibliography	
• Prescribed Resources	25
• Animal-Welfare Resources.....	25
• Periodicals	27
• Sources of Information	27
Getting the Most From a Video Presentation	29

Responsibility Towards Animals: Cinnamon's Story is a fifteen-minute videotape program, accompanied by print support, for use in Grade 6 social studies classes. This resource material, developed jointly by ACCESS NETWORK and the Alberta Society For The Prevention Of Cruelty To Animals, supplements Topic 6C in the 1981 Alberta Social Studies Curriculum and is designed for easy integration into the social inquiry process.

In Topic 6C, students are introduced to the social issue: "How much responsibility should governments assume for satisfying the needs and wants of citizens?" They begin their inquiry into this issue by learning how people *form* governments, then examine how governments *work* to meet needs at local, provincial, and federal levels.

Two case studies—one historical and one contemporary—provide students with data. *Responsibility Towards Animals: Cinnamon's Story* serves as a contemporary case study of a governmental service that meets a societal need. Analysis of this example will help students resolve the social issue. At the same time, the program will increase students' sensitivity toward the needs of animals and their awareness of the role played by the Alberta S.P.C.A. in animal welfare.

This **Guide** offers work sheets and fact sheets, together with suggestions for activities that students can carry out before and after viewing the videotape. Choose the activities that best suit the interest and ability of students as well as the time afforded this unit of study. Feel free to photocopy those materials that are intended for student use.

The videotape and this **Guide** are an additional resource to those prescribed for social studies, Grade 6, Topic C.

Carlton, A. *Here's How It Happens: How Governments Work in Canada*. Agincourt, Ontario: Gage Educational Publishing Ltd., 1978.

Marchand, E. *The Structure of Government*. Scarborough, Ontario: Prentice-Hall Media, 1981 (kit).

Marchand, E. *Working For Canadians*, revised edition. Scarborough, Ontario: Prentice-Hall Canada, Inc., 1984. (This new edition replaces *Working Together*.)

Marchand, E., and Alberta School Broadcasts. *Working Together: A Study of Local, Provincial and Federal Government*. Edmonton, Alberta: Alberta Education, 1978.

These prescribed resources are available from the Alberta School Book Branch.

* * *

After viewing the program and participating in the activities suggested:

1. students will develop an awareness of the interdependence of people and animals.
 - People and animals share basic needs: food, water, shelter, space, and care.
 - People rely on animals to meet some of their needs.
 - Therefore, people have a responsibility for fulfilling animals' needs.
2. students will recognize that where an individual is unwilling or unable to assume responsibility for satisfying the needs of animals in his or her care, group action is necessary.
 - Some people, because of ignorance, neglect, or malice, deprive animals of their basic needs.
 - Humane societies, such as the Alberta S.P.C.A., are groups that take action to help fulfill the needs of all animals, including wildlife.
3. students will understand that government creates laws and provides services to ensure that individuals will carry out their responsibilities toward animals.
 - The Alberta S.P.C.A. is a service that helps people care for their animals properly, and applies those laws that deal with animals.
 - Humane societies operate at local, provincial, and federal levels.

Students will derive most benefit from this unit of study if they are already familiar with the concepts included in the prescribed resources for Topic 6C.

1. What government is:

- people co-operating to meet needs
- services that governments provide
- levels of government (local, provincial, federal).

2. How governments are formed:

- representative government
- political parties
- campaigning
- elections
- voting.

3. Who the government leaders are:

- local leaders
- provincial leaders
- federal leaders
- the Queen and her representative.

4. How governments work:

- getting help from governments
- taxation and services
- creating laws
- carrying out laws
- protecting freedoms
- punishing offenders.

It is in this fourth section—How governments work—that *Responsibility Towards Animals: Cinnamon's Story* provides data for students. The Alberta S.P.C.A. is a *service* that is largely funded by government. Special constables are appointed by the Province to enforce those *laws* that deal with animal welfare. Thus, the unit can be introduced when students are learning how to get help from governments, how governments provide services, how they carry out laws, or how they punish offenders.

- Begin this unit by reminding students of the social issue: "How much responsibility should governments assume for satisfying the needs and wants of citizens?" This contemporary case study will help them resolve the issue.
- Via class discussion, review basic human needs. List these on the chalkboard. Then ask students for identification of the needs of animals. Do they differ? (Or have students, in their notebooks, list and compare their own needs with those of their pets or those of livestock.) Help the class arrive at the generalization that people and animals share basic needs: food, water, shelter, space, and care.
- Point out that people are dependent on animals to supply some of their needs. To illustrate this, ask students to list foods that they ate the day before. Have them identify any animal products that were eaten.
- Assign groups to discuss ways in which humans rely on animals—for food, clothing, household products, protection, companionship, work and leisure activities. Ask the groups to list several examples in each category and to decide whether each item is a luxury or a necessity. Further, have them indicate whether the item is a product of a living animal, or part of an animal that must be killed. Are there any examples of luxury items that can be obtained only if the animal is killed?

Record group findings on a master chart.

- At this point, introduce the question, "Who is responsible for satisfying the needs of animals?" Ask students to think about this question and to record their personal views. As they progress through this unit, the question will resurface and students will have an opportunity to reconsider their opinions.

1. VIDEOTAPE

- Students will understand the program better if they are introduced to new vocabulary before viewing the videotape.

humane: showing consideration for other human beings and animals

buying station: place where hogs are bought and sold

packing plant: place where animals are slaughtered and packaged

auction mart: place where horses, cattle, sheep, and feeder pigs are auctioned

to lobby: to influence government to take a particular course of action

evidence: something that provides proof in a court of law.

- The videotape introduces three issues of concern to the A.S.P.C.A.: Laboratory Experiments, Rodeos, and Intensive Farming. An issue, by definition, has more than one side to it. Therefore, it is important that students consider other viewpoints before taking a stand on any issue.

Responsibility Towards Animals: Cinnamon's Story dramatizes a case of neglect. Cinnamon, a chestnut mare, has apparently been abandoned in a small corral without feed. A young girl from a neighbouring farm, Karen, is concerned about Cinnamon and has been secretly trying to feed her.

Help arrives when A.S.P.C.A. Special Constable Sawatsky investigates the case. He tells Karen that humane societies have to step in when individuals "can't or won't treat animals properly." He goes on to describe some of the activities of the A.S.P.C.A. and to explain what happens when people break animal-protection laws. Sawatsky assures Karen that the A.S.P.C.A. isn't in the business of punishing people. "What we really want to do is encourage people to treat animals properly in the first place."

When David and his father arrive on the scene, they are shocked to find Cinnamon in such poor

condition. Mr. Moore threatens to sell the horse; but, with Sawatsky's help, Karen is able to provide a better solution.

- After screening the program, discuss with students: the causes of Cinnamon's suffering; why Karen took it upon herself to look after Cinnamon; why Constable Sawatsky appeared on the scene; and the solution to Cinnamon's problem.
- Cinnamon's case was one of neglect. Other animal-abuse cases are blatantly malicious. Recall, from the videotape, the conversation between Constable Sawatsky and Betty, the owner of the kennel. Ask students if they can think of similar cases in their neighborhoods. Allow controlled class discussion of such incidents.
- Have students watch for news items or magazine and newspaper stories that describe cases of human ignorance, neglect, or malice toward animals. Collect articles for a bulletin-board display.

If such articles are not readily available, discuss those on pages 20 and 21.

- Refer back to the question that students answered earlier in their notebooks: "Who is responsible for satisfying the needs of animals?" Ask them who they feel is responsible for the plight of Cinnamon—the Harrisons, Jason, his father, Constable Sawatsky, or Karen? Does each have some responsibility for Cinnamon?
- Assist students in generalizing that we *all* have responsibility for animal welfare. Point out that human beings share the earth with other animals and rely on them to supply many of their needs. Humans have the power to affect other animals, and with that power comes responsibility for fulfilling animals' needs.
- Ask the class what happens when an individual is unwilling or unable to assume responsibility for satisfying the needs of animals in his or her care. Have them record answers in their notebooks, then discuss. (Or, defer the discussion until more data has been gathered.)

2. READINGS

a) "Serving Alberta" brochure

- Photocopy and distribute the brochure entitled "Serving Alberta" and its accompanying worksheet (pages 7 - 10). Ask students to read the brochure and answer the questions.
- Take up the answers with the class; then, expand on answers by referring to the videotape. Discuss the goal of the A.S.P.C.A. and ask why it is necessary to have humane societies.
- Review the videotape from 4:25 to 6:25 ("The thing is, Karen, if people can't or won't treat animals properly..." to "...buying stations, packing plants, auction marts, that kind of thing.") Recall some of the activities carried out by Sawatsky and other S.P.C.A. constables.

b) Animal Protection Act

- Photocopy and distribute the excerpt from the Animal Protection Act (pages 11 and 12). Explain that this is a statute of the Alberta legislature. The Act empowers peace officers (such as A.S.P.C.A. Special Constables) to take custody of animals found in distress and to find new owners, or to have the animals destroyed.
- Ask students to read the Act. Have them, in pairs or individually, rewrite sections 3, 5, and 10 in their own words. Select the best work and compile an Animal Protection Act in student wording.

c) Criminal Code

- Photocopy and distribute copies of the Criminal Code of Canada, Section 402 (page 13). Point out that the Criminal Code was created by the Parliament of Canada. Using this legislation, such peace officers as the R.C.M.P. lay charges against people who commit crimes against animals.
- After students have read the Criminal Code, assign each lettered clause in subsection 1 to a group. Ask each group to examine their clause, then demonstrate their understanding of it by thinking of an incident for which a charge of cruelty could be laid.
- Have a member of each group explain the incident and the clause to the class.
- Ask students to recall, from the videotape, what happens when a person is found guilty

of an offence against animals. If necessary, replay the videotape from 9:30 to 10:17. ("What are the pictures for..." to "...Neither do I, but it's up to her owners now.")

d) Motor Transport Act

- Photocopy and distribute the excerpt from the Motor Transport Act (page 14). Explain that this statute was recently amended by the Alberta Legislative Assembly. It provides for the safe loading, hauling, and unloading of animals from vehicles.
- Students should not have difficulty reading this Act. However, you may wish to assist their understanding by explaining, ahead of time, the words in **boldface type**.
- Using the Motor Transport Act as the example, ask students, in pairs or in groups, to write laws that regulate animal care. For example, have them identify facilities within the community that house animals—zoos, shelters, pet stores, boarding kennels, laboratories. Students could select one facility and create a set of laws to regulate the standards of animal care and housing.

e) A.S.P.C.A. Fact Sheets

- Assign one-third of the class to each of the three fact sheets (pages 15 - 18) and distribute photocopies for silent reading.
- Have volunteers share information with classmates by asking the following questions and explaining the correct answers:

i) INTENSIVE FARMING

Do veal calves live with their mothers?
Do most pigs get exercise in the fresh air?
Are laying hens raised in cages?

ii) EXPERIMENTAL ANIMALS

Are all lab animals used for medical research?
Is testing on animals the only way to find out if products are safe for people?
Does every province in Canada have laws about using animals for experiments?

iii) TRAPPING

Is trapping a big industry in Canada today?
Are animals trapped all year round?
Do modern traps hurt animals?

3. INTERVIEWS

- If time permits, organize a field trip to a local animal shelter. Students should be prepared to ask their tour guide: what excuses people give for bringing in pets; the number of pets brought to the shelter each year; the number of adoptions; what happens to animals that aren't adopted; and solutions to the problems of pet overpopulation and abandonment.
- Invite an education officer, special constable, or S.P.C.A. board member to the class to discuss: what role humane societies play in the community; the laws and the types of cases they deal with; the reasons people don't provide proper care for animals; and what individuals can do if they find an animal in distress.
- If field trips or class visitations cannot be arranged, appoint one class representative to conduct a telephone interview with a humane society representative, bylaw-enforcement officer, or veterinarian, and to report findings to the class. (Refer to the above activities for question ideas.)
- Vegetarians, hunters, farmers, animal protectionists, and trappers have differing views about the use, treatment, and rights of animals. Have pairs of students conduct neighborhood surveys to determine attitudes toward animals and toward government involvement in animal-related issues. Help the partners prepare their questions, and tell them to record responses, organize the information, and report it in class.

4. CROSSWORD PUZZLE

- Photocopy and distribute the crossword puzzle on page 19 and have students complete it individually, or in pairs. (Or, with the aid of an overhead projector, work on the puzzle as a class.)
-



SERVING ALBERTA

The Alberta Society For The Prevention Of Cruelty To Animals was formed in 1959 to protect animals in the province. Funded mainly by Alberta Agriculture, the Alberta S.P.C.A. is a non-profit organization run by a board of directors. All twenty members of the board are volunteers. The Society employs a full-time staff of nine.

The job of the Alberta S.P.C.A. is to see that animals are treated properly. It does this through its programs of law enforcement, inspections, and education.

Most of the work of the Alberta S.P.C.A. takes place in rural areas of the province. About 75% of the problems have to do with farm animals. These problems are often very different from those met by such local city groups as the Calgary Humane Society or the Edmonton S.P.C.A. .

All animals are important to the Alberta S.P.C.A. . The Society cares about cattle, horses, pigs, chickens, dogs, cats, and any other animal that you can name.

PROGRAMS

1. ENFORCEMENT

Do you know that, in Canada, it is against the law to mistreat an animal? According to the Canadian Criminal Code, animals are entitled to food, water, shelter, and proper care. Alberta also has an Animal Protection Act. Yet, every year in the province, thousands of animals suffer because they do not receive the attention they need.

The Alberta S.P.C.A. works to prevent animal suffering. It employs six Special Constables who are appointed by the Solicitor General of the Province of Alberta. These Special Constables enforce the Animal Protection Act and those sections of the Motor Transport Act that deal with livestock transportation. They can also have charges laid under sections 400 - 403 of the Criminal Code, the sections outlawing cruelty to animals. The S.P.C.A. constables are like policemen when it comes to protecting animals.

When someone reports a possible case of animal abuse or neglect to the Alberta S.P.C.A., one of the constables goes to investigate. Complaints come from all over the province, so constables drive thousands of kilometres a year. A constable checks out the complaint. If he or she finds that an animal is being abused or neglected, then the constable takes whatever action is necessary. Sometimes, friendly advice works. Sometimes, the animal has to be taken away from its owner so that it can be looked after properly. And sometimes, the constable asks the R.C.M.P. to lay charges against the owner.

As you can see, S.P.C.A. constables have a lot of responsibility. They must have experience with animals. When they investigate cases of alleged cruelty, they must know how animals should be looked after. They have to give good advice based on sound knowledge and experience.

2. INSPECTIONS

As well as checking out cruelty complaints, the constables inspect public facilities where animals are kept. They go to riding stables and other places where animals are available for rent. They inspect such places as pet stores and stockyards where animals are sold. They also attend rodeos and other events where animals are involved. One constable spends all his time keeping an eye on the transportation of animals within the province. The purpose of these routine inspections is to ensure that animals are treated humanely.

3. EDUCATION

Why don't people look after their animals properly? There are many reasons. Lack of knowledge is one; lack of concern is another. The Alberta S.P.C.A. believes that education can lessen the problem. We share the earth with animals. The more we know about animals, the better we will understand them and their needs. The job of the Alberta S.P.C.A. Education Officer is to get people thinking about their responsibility to animals.

WORKING FOR ANIMALS

You have just read a brief overview of the main programs of the Alberta S.P.C.A.: enforcement of animal welfare laws, inspection of animal facilities, and education of the public about animals and their care.

What else does the Alberta S.P.C.A. do? It is concerned with all animal-related issues. Some of these are:

ANIMAL EXPERIMENTATION
RODEOS
TRAPPING
INTENSIVE FARMING AND FARM PRACTICES
USE OF ANIMALS FOR ENTERTAINMENT
PET POPULATION EXPLOSION
WILDLIFE PROBLEMS

DID YOU KNOW?

The first S.P.C.A. was formed in 1824 in Great Britain. Today, there are humane societies all over the world. In Alberta, there are **local** societies in some of our towns and cities. They often work with municipal governments to encourage people to obey animal-control bylaws. The Alberta S.P.C.A., which operates at the **provincial** level, has eleven local members. The Alberta S.P.C.A. is a member of the Canadian Federation of Humane Societies. It has member societies all across Canada and works on the national level for better treatment of animals. It makes presentations to the **federal** government on issues of concern.

What do the letters "A.S.P.C.A." stand for? _____

What provincial government department provides money for the A.S.P.C.A.? _____

Who appoints Special Constables? _____

What laws protect animals? 1. _____

2. _____

3. _____

The A.S.P.C.A. carries out three programs. In a sentence or two, describe each program:

1. Enforcement _____

2. Inspections _____

3. Education _____

At what levels of government are humane societies involved?

1. _____

2. _____

3. _____

The Animal Protection Act consists of 13 sections.
Here is the Act in part.

HER MAJESTY, by and with the advice and consent of the
Legislative Assembly of Alberta, enacts as follows:

Definitions

1 In this Act,

- (a) “animal” includes birds and fish;
- (b) “distress” means the state of being in need of proper care, food or shelter, or being injured, sick, or in pain or suffering or being abused, or subject to undue or unnecessary hardship, privation or neglect;
- (c) “humane society” means an organization that is approved as a humane society under section 9;
- (d) “Minister” means the member of the Executive Council charged by the Lieutenant Governor in Council with the administration of this Act;
- (e) “peace officer” means a member of the Royal Canadian Mounted Police, a member of a municipal police force or a special constable appointed for the purposes of this Act;
- (f) “veterinary surgeon” means a member of the Alberta Veterinary Medical Association.

RSA 1970 c19 s2

**Powers of peace
officer**

3(1) When an animal is found in distress in a public place or, subject to section 4, in any other place and

- (a) the owner or person in charge of the animal does not forthwith take appropriate steps to relieve its distress, or
- (b) the owner or person in charge of the animal is not present and cannot be found promptly,

a peace officer may, subject to this Act, take any action he considers necessary to relieve its distress and for that purpose he may

- (c) take custody of the animal,
- (d) arrange for necessary transportation, food, care, shelter and medical treatment, and
- (e) deliver the animal into the custody of a humane society,

if that appears to him to be necessary or desirable.

(2) Before acting under subsection (1) a peace officer shall take reasonable steps to find the owner or person in charge of the animal and, if found, shall endeavour to obtain his co-operation to relieve the animal's distress.

(3) If the owner of the animal is not present or promptly found and informed of the animal's distress, the peace officer or a humane society into whose custody the animal is delivered shall take reasonable steps to find the owner and, if found, to inform him of the action taken.

RSA 1970 c19 s3

Section 4 says that a peace officer may enter private property to rescue an animal in distress. However, he or she needs a warrant to enter a person's house.

Destruction of
animal

5(1) Notwithstanding anything in this Act, if an animal taken into custody pursuant to section 3 is in such distress that

- (a) in the opinion of a veterinary surgeon,
- (b) if a veterinary surgeon is not readily available, in the unanimous opinion of a peace officer and 2 reputable citizens, or
- (c) in a critical situation where a veterinary surgeon or 2 reputable citizens are not readily available, in the opinion of the peace officer,

the animal cannot be relieved of its distress so as to live thereafter without undue suffering, a peace officer may cause the animal to be destroyed.

(2) When an animal should be destroyed pursuant to this section and if the animal's suffering will not be unduly prolonged thereby, the peace officer or a humane society having custody of the animal shall take reasonable steps to find the owner of the animal and endeavour to obtain his consent to its destruction.

RSA 1970 c19 s5

Sections 7 and 8 talk about what a humane society may do with an animal in its custody. After 72 hours, if the owner has not been found or will not pay the animal's expenses, the society can sell or give away the animal, or have it destroyed. However, if the animal is a valuable purebred or has obvious identification, the time limit is 10 days.

Inspection of
premises

10 If authorized by or under the regulations, and subject thereto, a peace officer,

- (a) without a warrant and in ordinary business hours, and
 - (b) for the purpose of enforcing this Act and the regulations,
- may enter and inspect any premises (other than a dwelling place) where animals are kept for sale, hire or exhibition.

RSA 1970 c19 s10

Sections 400 to 403 of the Criminal Code deal with cruelty to animals. Most convictions for cruelty are under section 402. Here is the main part of it.

Cruelty to Animals

402. (1) Every one commits an offence who

(a) wilfully causes or, being the owner, wilfully permits to be caused unnecessary pain, suffering or injury to an animal or bird,

(b) by wilful neglect causes damage or injury to animals or birds while they are being driven or conveyed.

(c) being the owner or the person having the custody or control of a domestic animal or bird or an animal or bird wild by nature that is in captivity, abandons it in distress or wilfully neglects or fails to provide suitable and adequate food, water, shelter and care for it,

(d) in any manner encourages, aids or assists at the fighting or baiting of animals or birds,

(e) wilfully, without reasonable excuse, administers a poisonous or injurious drug or substance to a domestic animal or bird or an animal or bird wild by nature that is kept in captivity or being the owner of such an animal or bird, wilfully permits a poisonous or injurious drug or substance to be administered to it,

(f) promotes, arranges, conducts, assists in, receives money for, or takes part in a meeting, competition, exhibition, pastime, practice, display, or event at or in the course of which captive birds are liberated by hand, trap, contrivance or any other means for the purpose of being shot when they are liberated, or

(g) being the owner, occupier, or person in charge of any premises, permits the premises or any part thereof to be used for a purpose mentioned in paragraph (f).

(2) Every one who commits an offence under subsection (1) is guilty of an offence punishable on summary conviction.

The regulations of the Motor Transport Act contain several sections about transporting livestock on public vehicles. Here are some of them.

30. No shipper or public vehicle operator engaged in the transportation of livestock shall load animals for shipment that are unfit for transportation, unless the animals are **destined** for slaughter and are contained or **partitioned** in such a manner that will cause no **discomfort** or injury.

31(2). No shipper or public vehicle operator shall load any animal that by reason of **infirmity**, illness, injury, **fatigue** or any other cause would unnecessarily suffer during the journey unless that animal is to be transported to a veterinary clinic, to a **confinement** area, or for slaughter.

(3). No shipper or public vehicle operator shall load a pregnant animal if it is probable that the animal will give birth during the journey.

Sections 31 (4) & (5) say that if an animal becomes unfit to travel during **transit**, it must be unloaded at a suitable place to receive proper care and attention.

Section 32 says that livestock cannot be confined on a public vehicle for longer than 36 hours. They must be unloaded at a suitable location for food, water, and rest.

Sections 33 (1) & (2) say that the front of the vehicle must be closed to protect the animals from **exhaust** fumes. The vehicle must be properly **ventilated**. The floor must provide adequate **footing**.

(3) In extreme temperatures, the operator of a public vehicle transporting livestock shall

- (a) protect the livestock against the extremes of heat or cold, and
- (b) provide for adequate ventilation in the body of the vehicle.

(4) When transporting hogs at temperatures below 0 degree Celsius the animals must not be **exposed** to bare metal.

Section 34 sets out minimum floor-space requirements for animals.

35(1). If different **species** of livestock are being transported by a public vehicle, the operator of the vehicle shall separate the different species by a protecting partition.

Sections 35 (2), (3), & (4) give more directions about separating animals.

Section 36 says that if a vehicle has a **partial** upper deck, there must be enough head-room for the animals, and there has to be a ramp with slope less than 45° for loading and unloading.

Much of the meat and the eggs we eat today comes from animals raised in confinement. They live indoors under controlled conditions of light and heat. They get little or no exercise. Many, including most poultry and swine, are raised in intensive confinement systems. The following are some examples.

VEAL CALVES

The calves of dairy cows are taken away from their mothers soon after birth, normally between 12 and 18 hours of age. They are usually bucket-fed on milk replacer, specially made to match their mother's milk as closely as possible, until weaning at 4 to 6 weeks of age. Often they are kept in individual pens so that they don't catch diseases from each other. The female calves will grow up to be dairy cows. The male calves are sold as veal.

Some calves are raised in a special way to make white veal. They are kept in wooden crates 60 cm wide and 150 cm long. They are not let out for exercise. They cannot play with other calves. They are fed a special liquid diet. They are sometimes kept in the dark, except during feeding twice a day. These calves are taken for slaughter at 15 to 16 weeks of age. The meat is called "white veal", "fancy veal", or "milk-fed veal" and costs more to buy than ordinary veal.

BATTERY HENS

The eggs that we buy in supermarkets come from battery hens who live their whole lives in cages. Since chickens crowded together will peck each other, one-third of each hen's upper beak is cut off.

Typically, three or four hens are kept in a 30 cm × 45 cm cage. Banks of cages fill huge, automatically-ventilated poultry buildings. Food and drink are supplied by automatic feeders and waterers. The hens stand on wire-mesh floors. When a hen lays an egg, it rolls onto a conveyor belt. Automatic lights are used to make all days the same length, with the result that the hens lay more eggs.

HOGS

Most pigs in Canada live indoors. Market hogs are those raised for pork. They are usually kept in pens with concrete floors and a slatted toilet area. Bedding is seldom used.

Pregnant sows are often placed (and sometimes tied) in separate metal stalls 60 cm wide. A sow is confined to her crate until she is ready to give birth to piglets. Then she is moved to a farrowing stall. Here, she is kept in the centre by metal piping. On either side is space for her piglets. Thus, they can nurse without their mother rolling on them accidentally, or deliberately killing them.

When pigs are uncomfortable or bored, they will often bite each others tails. In confinement systems, one solution to this problem is to dock (cut off) the pigs' tails.

All animals have behavior specific to their species. When they are prevented from acting normally, they become frustrated and develop abnormal behavior. The conditions of intensive farming of livestock may increase such behavior. Tail biting in swine and cannibalism in poultry are two common examples. Abnormal behavior caused by boredom can sometimes be prevented by giving animals something to play with. Some farmers give their confined animals such toys as old tires.

Most consumers do not worry about how their food gets to a supermarket shelf. There has not been much public pressure to change intensive-farming practices. However, some animal-rights groups and humane societies are studying this issue and are looking for better alternatives.

In Canada, about 2 million animals are used in laboratory studies each year. In the United States, the number is about 50 million. Most of these animals are bred to be used in experiments. Laboratory animals are used for three purposes: research, testing, and teaching.

RESEARCH

When lab animals are mentioned, people usually think of medical research. In fact, many medical advances have been made using animals. For example, Banting and Best developed insulin by working with dogs whose pancreas had been removed. Major users of lab animals in Canada include the Canadian Heart Foundation, the Kidney Foundation, and the Canadian Cancer Society.

Non-medical research also goes on in university, government, and private laboratories. Psychological and genetic research is carried out. The Department of National Defence uses animals for war-related research. Some research is done to satisfy scientific curiosity.

TESTING

Many animals are used for drug development and safety testing. The federal government's Health Protection Branch requires tests on at least two species of animal before a drug may be tested on humans. Most of the drugs we use in Canada are tested in the United States where the drug companies have their headquarters. This is also what happens with many other products.

Such household products as window cleaner and floor polish are tested on animals to find out how toxic they are. The LD50 test is the standard method. In this test, a large group of animals are force-fed a product until 50% of them die.

Other items, new types of make-up and hair shampoo, for example, are examined to see how much they will irritate skin and eyes. To do this, the Draize test has been used for many years. The product being tested is dropped into one eye of a rabbit. That eye is compared to the other to see what happens. (Rabbits are used because their eyes do not water.)

TEACHING

Medical and veterinary students learn to do operations by using animals. Biology and zoology students dissect dead animals. In some places, students are allowed to do science-fair projects that involve experimenting on animals. However, in Canada, students cannot experiment on vertebrates (animals with backbones). They can only observe normal living patterns.

REGULATION OF ANIMAL USE IN RESEARCH

Canada has no federal laws on the use of animals in research, testing, or teaching. Scientists monitor themselves through the Canadian Council of Animal Care. This organization sets guidelines for the care and handling of laboratory animals. Every three years, the Council sends a panel of scientists and a humane-society representative to every laboratory to check that the guidelines are being followed.

Alberta, Saskatchewan, and Ontario have provincial laws dealing with laboratory animals. For example, the Universities Act of Alberta gives universities the right to take unclaimed dogs from municipal pounds. It also sets out regulations for the housing, care, and treatment of animals used for biological or medical purposes. This law applies only to universities. There are no laws controlling other laboratories.

THE THREE R'S

Many scientists and humane societies, including the Alberta S.P.C.A., believe in the "three R's" of animal experimentation: refinement, reduction, replacement. This means that the way experiments are done should be improved so that fewer animals are used and their suffering reduced. Further, ways should be found to do experiments without using animals.

Many alternatives have been developed. Micro-organisms and other simple animals can be used. Or, experiments can be done on cell, tissue, and organ cultures, or using mathematical and computer aids. Organizations in both Canada and the United States are providing funds for research into non-animal alternatives. People who care about animals want to see such alternatives used, whenever possible, in research, testing, and teaching.

The story of Canada begins with the fur trade. Today, the trade is a large industry. Approximately 4-5 million fur-bearing animals are trapped annually in Canada. (This number does not include "wring-offs" and non-target animals that are also caught. "Wring-offs" are animals that escape from a trap by chewing off a leg above the trap. Non-target animals are those that the trapper does not want.) The largest number of animals are trapped in Alberta and Ontario.

It is estimated that the fur industry contributes at least \$600 million each year to the Canadian economy.

ANIMALS TRAPPED

Many species of fur-bearing animals are trapped in Canada: badger, beaver, bobcat, coyote, fisher, red fox, arctic fox, lynx, marten, mink, muskrat, otter, rabbit, racoon, skunk, squirrel, weasel, wolf, and wolverine. Muskrat, beaver, and squirrel are the main ones trapped.

Animals can only be trapped during certain times of the year. The trapping season varies according to the species and the region. In Alberta, the longest season extends from October 1 to May 15, but the season for most animals is much shorter.

TRAPPERS

In Alberta, a person who wants to trap a fur-bearing animal has to buy a licence. There are two types of licence. A registered trapper's licence allows a person to trap on Crown land. (A registered trapper must be over eighteen and a Canadian citizen resident in Alberta.) A resident trapper's licence allows a person to trap on private land with the owner's permission (or on Crown land in settled Alberta). A fourteen-year-old can buy a resident trapper's licence.

There are more resident trappers than registered ones (4987 to 2973 in 1983/84).

Trappers have to pay a tax to the provincial government on each pelt that they take.

Some people make their living entirely from trapping. Some trap in conjunction with

fishing and guiding in Canada's northern areas. Some manage a trapline while holding regular employment. Others trap as a hobby.

TYPES OF TRAPS

Methods have changed very little over the years. There are two categories of traps: holding devices, and killing devices.

The common *steel-jawed leghold* or *fothold trap* is the one most in use in Canada. When an animal steps on the pan, the trap snaps shut on its leg. The animal is held until the trapper arrives—or until it dies from exposure, or attack by another animal. The Alberta S.P.C.A. is opposed to the use of this trap. It has been banned in Austria, Chile, Denmark, Norway, Switzerland, West Germany, and the United Kingdom, as well as in several American states. In British Columbia, its use is prohibited for 50% of animal species.

The *cage* or *box trap* is designed to capture animals alive and unharmed. The trapper then kills those animals whose pelts he wants and releases the others. This trap is usually constructed of galvanized sheet metal or wire fabric. It is usually triggered by the animal stepping on a pan in the middle of the trap. Few trappers use this method because it is too awkward.

A *snare* is a noose that closes around the animal. Some have a "slide lock", which prevents the noose from loosening. If an animal is caught by the neck, it chokes to death. If it is caught around the body, the snare noose cuts into the flesh.

The *conibear trap* is designed to kill quickly. It is the second most used trap after the leghold. It consists of two metal frames joined in the middle and held open by a spring. The trap closes on an animal's body, killing it if the animal is the right size. If the animal is a larger size, this trap holds it around the body with extreme pressure.

In 1984, a law was passed in Alberta making trappers check their non-killing traps at least once every 72 hours.

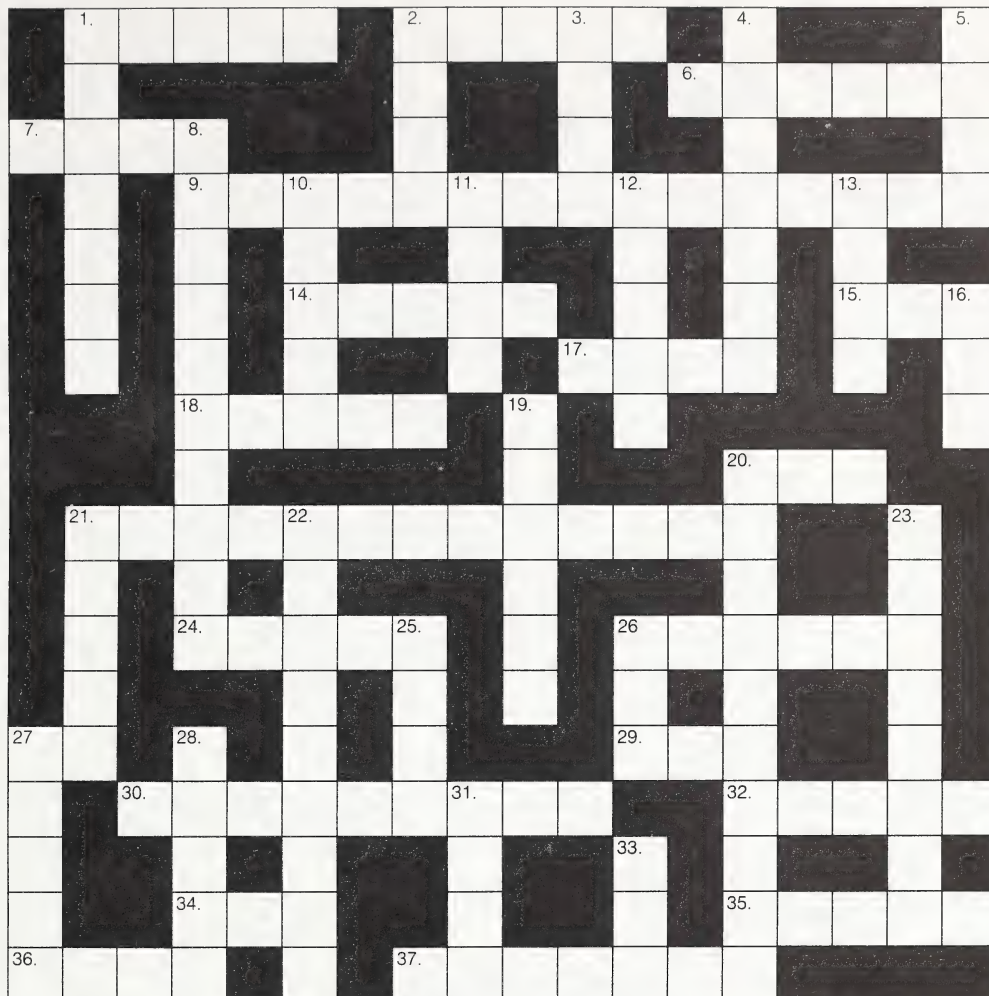
THE SEARCH FOR A "HUMANE" TRAP

In Canada, several groups are working to develop traps that cause less suffering than the ones currently in use. Pressure from such organizations as the Association for the Protection of Furbearing Animals, the Canadian Association for Humane Trapping, and humane societies resulted in the formation of the Federal-Provincial Committee for Humane Trapping in 1973. It worked until 1981 to develop humane trapping systems. None of these are being used widely, as yet.

In 1983, the Fur Institute of Canada was created to continue the job. Humane trap research and development work is being carried out at the Alberta Environmental Centre at Vegreville. The Alberta S.P.C.A. has a humane trapping committee that is working with both the provincial government and trappers to encourage the development of a humane trap.

FUR COATS

Do you know how many pelts it takes to make a fur garment? It takes 10 lynx, or 20 to 40 raccoons, or 36 to 65 mink. The number depends on the sex of the animal and the style and length of the garment.



ACROSS

1. Battery hens haven't much _____.
2. Violation of a law.
6. Showing consideration for all animals.
7. Royal Canadian Mounted Police.
9. We elect these people to speak for us in government.
14. People in a community form a _____ government.
15. If guilty of cruelty to animals, an owner can have his/her animals taken away for up to _____ years.
17. Opposite of closed.
18. The A.S.P.C.A. investigates many _____ of cruelty.
20. Baby seal or dog.
21. Leader of the federal government.
24. Humans and other animals share basic _____.
26. There are three _____ of government in Canada.
27. _____ laws are regulations made by a local government.
29. People campaign in order to _____ an election.
30. A Special Constable is a kind of _____.
32. It is against the law to be _____ to animals.
34. Candidates _____ against each other in an election.
35. When animals suffer this, the S.P.C.A. steps in.
36. A representative holds a _____ in Parliament.
37. Name describing the government of Canada.

DOWN

1. _____ For The Prevention Of Cruelty To Animals.
2. Criminal _____ of Canada.
3. The _____ goal of the A.S.P.C.A. is to see that animals are treated properly.
4. Place where animals are sold to bidders.
5. Animals we keep for pleasure.
8. Animal _____ Act.
10. Places where people go to vote.
11. Many people don't want this animal killed just for its pelt.
12. Instruments used to catch wild animals.
13. Most Canadians over 18 may _____ in elections.
16. To have possession.
19. People are responsible for _____ welfare.
20. Government formed by the people of a province.
21. People who share ideas about government can join a political _____.
22. In _____, people vote for the candidate of their choice.
23. Special Constables act to relieve animals in _____.
25. Animal facilities have to be _____.
26. A rule made by government.
27. Members vote on these in Parliament.
28. Place where people are put on trial.
31. Laws are rules _____ by government.
33. Animals are trapped for this product.

Horses starve as early winter takes toll

By BOB GILMOUR
Journal Staff Writer

More horses are starving and dying in northern and central Alberta this winter than in any of the past 10 winters, says the Alberta Society for the Prevention of Cruelty to Animals (SPCA).

"Thin horses — there's thousands of them out there. The early winter has created all this big problem," says Les Hauck, SPCA constable for northeast Alberta.

The SPCA says dozens of horses have already died of starvation. And it expects the situation to become much worse before spring unless owners feed and shelter their animals.

"It's not good," says Hauck. "And it hasn't peaked yet."

"We'll have a lot of thin and dead animals by spring if people aren't made aware of it."

Even as Hauck was talking to a reporter Monday, a complaint about 15 starving horses arrived on his desk — three reportedly shot because they were dying of malnutrition.

"People just forget they have a horse in the back yard and he needs hay. People are not aware of the condition of their animals."

Hauck says cattle and sheep could also starve if owners don't provide proper food, water, and shelter, because it's been a long, hard winter. He estimated 60 to 70 per cent of the complaints about starving horses involve acreage owners within a 32-km radius of Edmonton.

"People just forget they have a horse in the back yard and he needs hay. People are not aware of the condition of their animals."

Hauck says the livestock starvation is due to the early mid-October snowfall which cut usual pasture grazing. The snow is now deep, crusted over and hard for animals to paw through, and the grass underneath is poor.

"There's bad situations cropping up all over," says Ken Slater, SPCA constable for northwest Alberta.

"I haven't had one this bad since 1975," says H.A. (Red) Howard of Ponoka, SPCA constable for central Alberta.

"I think we'll have more in the next two months. Those animals not getting fed are getting weaker and weaker."

Howard says complaints of horse starvation in central Alberta have tripled this winter. He's had 10 to 12 months — about eight involving deaths.

Howard says the reasons are poor fall pasture grass, ice covering what little grass there is, a plunge in horse meat prices, and high livestock feed costs.

His worst case was 23 horses starving near Ponoka. Three were shot because they were too weak to stand. Another eight had died.

Howard believes there are five more dead horses he hasn't found.

The emaciated survivors were trucked to a feedlot. Howard says the owner,

who was warned a month ago to feed them, was charged.

Howard says he also found 12 starving horses in the Bentley area last week which hadn't been fed all winter. One had to be shot, and the rest were trucked away and fed. The owners were holidaying in Mexico.

He also discovered four of seven huge Belgian and Percheron draft horses dead of starvation near Rimbey last week. "And they don't die easy. There was nothing there but the hide and bones."

Slater said he's had three bad cases in northwest Alberta this month — one of three dead horses and six starving. He's also investigating three more horse-starvation cases. Another case involved five abandoned sheep.

Slater says people convicted under the Criminal Code of wilful neglect of their animals can be fined \$500 or jailed six months, or both, and in bad cases can be barred from owning an animal or bird for up to two years.

CALGARY HERALD

Fri., Jan. 25, 1985

D18

Starved horses spark charges

By Bob Warwick
(Herald Olds bureau)

OLDS — A second central Alberta man has been charged with allowing horses to starve to death, and three other investigations are under way in the Edmonton area, according to a spokesman for the Alberta Society for the Prevention of Cruelty to Animals.

Ed Paull, 39, of Rimbey, is charged in connection with the deaths of five horses. He faces two separate counts of failing to provide suitable and adequate food for seven draft horses in the Rimbey area and 12 light horses near Bentley, said Elizabeth Gredley, SPCA education officer.

Earlier this week Doug Slater,

24, of Ponoka, was charged in the starvation of eight horses.

Charges are expected in connection with three other investigations under way in the Edmonton area, Gredley said.

At Rimbey, four Percherons were found dead on a quarter section while three Belgians in the same pasture survived.

Rimbey RCMP Cpl. Dwight Davidson said the surviving horses were left in the pasture and are now being fed.

Gredley said 11 of the 12 horses found on rented pasture near Bentley have been moved and are also being fed properly. One of the 12 had to be destroyed because it was too weak.

Paull is scheduled to face the Rimbey charge Feb. 1 in Rimbey provincial court and the Bentley charge Feb. 19 in Red Deer provincial court.

Gredley said the price of hay and weather conditions have made this winter the worst in a decade.

Meanwhile, a central Alberta auctioneer says if people can't afford to keep their horses they should take advantage of the strong sales market available.

"If anybody's in a bind and can't afford to feed their horses they should sell them. There's a strong market," said Jack Daines, who operates an auction market at Innisfail.

These clippings can be used at many stages of this study—when discussing individual responsibility versus joint action, or animal-protection laws.

Owner on holidays while horses starved

By JIM ISBISTER
of The Advocate

Neglect charges will be served against a man who vacationed in Mexico while 19 of his horses starved in the Bentley and Rimbey areas, SPCA constable Red Howard said today.

Twelve of the horses were found west of Bentley about 10 days ago and seven draft horses were found a couple days later west of Rimbey, he said. One of the Bentley horses had to be destroyed and four of the draft horses died of starvation.

The owner was vacationing in Mexico at the time, he said. No name is being released.

The surviving horses were "skin and bones," said Mr. Howard. Some were taken to a Bentley feedlot before being turned over to the owner's brother.

There was nothing left on the pasture for the horses to eat, he said.

The discovery came just before another incident in which SPCA and RCMP officials found 23 starving horses in a field near Ponoka. Three had to be destroyed.

THE ADVOCATE, Tuesday, January 15, 1985
A12

Alberta plans to put teeth in animal laws

Alberta is preparing tougher legislation against mistreatment of animals.

If work on an amended Animal Protection Act goes smoothly, changes making it an offence to put animals in distress may be ready this spring, provincial animal health director Ralph Christian said Thursday.

But the amendments may have to wait until fall or longer if there are legal hurdles or other priorities, he said.

The Criminal Code of Canada already prohibits animal abuse but a prosecution must prove wilful neglect to succeed.

As well, the Society for the Prevention of Cruelty to Animals (SPCA), the body which generally brings complaints, is concerned criminal records may be extreme in some cases, he said.

While the Animal Protection Act doesn't make abuse of animals an offence, it does allow seizure of mistreated animals from owners.

Christian said he isn't sure if amending the act is the best way to prevent mistreatment. "It might be best to change the Criminal Code."

In any case, changes to the provincial statute must avoid conflicts with the code, he said. "We've been working on some proposed wording. We're at the stage of trying to determine what ought to be suitable."

Christian said progress of the amendment will depend partly on the government's legislative workload and other considerations. "One can't really predict, when elections interfere and things like that."

He said another animal protection amendment would make it easier to collect costs from owners when their animals are seized.

At present, only the SPCA can bill the owners for the costs of caring for animals such as livestock.

THE EDMONTON JOURNAL, Friday, January 25, 1985

Animal abuse

It is outrageous that animals are being allowed to starve to death in Alberta.

SPCA chief constable Red Howard says reports of horse starvation have tripled this year, and he has spent almost all of the last three weeks handling them.

Part of the problem can be attributed to weather. Poor hay, ice cover and heavy snow make it very difficult for pastured horses to feed this winter.

But that's no excuse. Tough feeding conditions are abundantly obvious. Anybody who cares for animals could take appropriate action to ensure animals are properly cared for.

A Ponoka horse owner was warned by the SPCA a month ago to clean up his act. Eight horses died before he was charged with animal neglect.

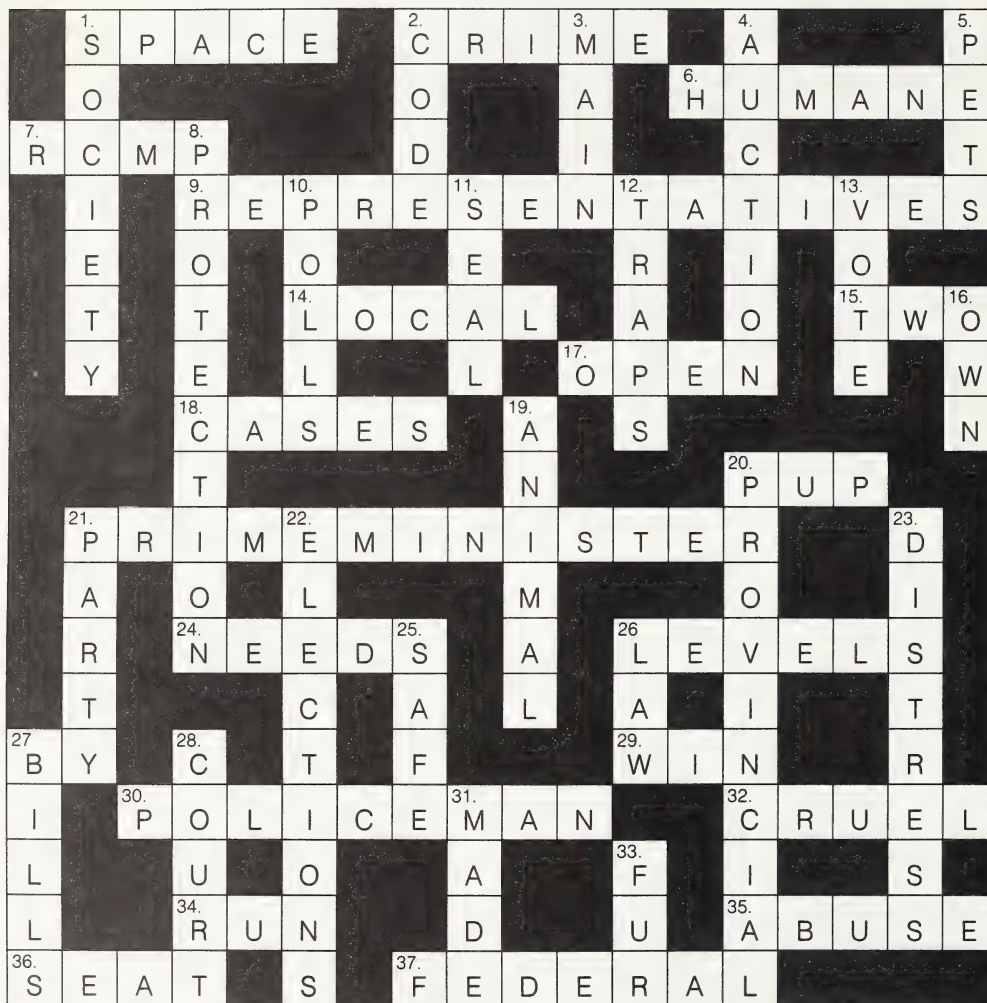
The SPCA, with only six constables to serve the entire province, can't crack down on violators alone. It needs help from police and the courts.

But more than anything else, it needs the eyes and ears of an inflamed public that refuses to tolerate animal abuse.

That public outrage can be communicated in two ways: by blowing the whistle on people who willfully neglect animals; and by pressing for tougher laws.

Wilful animal neglect is a summary offence, with a maximum fine set at \$500. While judges can set so low, they are reluctant to do so.

Much tougher fines are needed to put animal owners on notice that neglect is intolerable.



Once students have gathered and organized data, there are two follow-up procedures to consider: Option "A" looks at a *variety* of animal-related issues; Option "B" focuses on *one* animal-related issue. Either option allows students to analyse, compare, and express points of view, and to participate with others in democratic decision-making and action.

Option A

- Have students select, from *Cinnamon's Story*, an individual to describe in a character sketch. Encourage them to indicate the person's feelings toward animals and to speculate about the background that shaped that character's attitude.
- Invite students to choose one of the following situations from the videotape:
 - i) Mr. Moore not taking proper care of Cinnamon
 - ii) the lab technician taking blood from the rabbit's ear
 - iii) the cowboy roping the rodeo calf
 - iv) the farmer keeping hens in battery cages.

Working in pairs, students write, then read aloud a dialogue between the animal and the person involved, in which the person explains the reasons for the animal's treatment, and the animal explains the effects of the treatment.

- Discuss, as a class or in small groups, the pros and cons of capturing small, wild animals for household pets, or of keeping animals in zoos.

Should domesticated animals be released into the wild? Discuss, or respond in writing.

- To create a human bar graph illustrating attitudes toward animals, write "agree" at one end of the chalkboard and "disagree" at the other (as shown below). When each of the following statements is read, have students line up in front of the words that most closely indicate their opinions.

A student recorder can then translate classmate attitudes into bar graphs that could be photocopied and distributed all round.

strongly agree	moderately agree	neutral no opinion	moderately disagree	strongly disagree
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"People in apartments shouldn't keep pets."

"Animals we eat are going to be killed anyway, so it doesn't matter how we treat them."

"People are smarter than animals, so they have the right to experiment on them."

"Animal owners can do whatever they want with their own property."

"It's okay to hunt and trap as long as you don't kill endangered species."

"There should be laws to protect animals."

- In the matter of the use of animals and the degree of control governments should have over this use, have students role-play dialogues between a farmer and a vegetarian, or a lab scientist and an anti-vivisectionist, or a trapper and an animal protectionist. Emphasize that individuals have different points of view on such topics, no viewpoint being necessarily "right" or "wrong."

Why do people have different points of view? Discuss this matter.

- Ask students to consider the use of animals in entertainment: movies and television, racing, rodeos, circuses, and fights. Tell them to take a position for or against any *one* activity and write an editorial (or a letter to the editor) expressing their viewpoint. For sample editorial, see page 20.
- Working from data provided in the fact sheets, or from original research, students can debate, formally or informally, a variety of resolutions:

"That animals destined for our tables should be allowed to lead as natural lives as possible."

"That there be no requirement to test cosmetics on animals."

"That hunting be prohibited by law."

- Refer back to the question "What happens when an individual is unwilling or unable to assume responsibility for satisfying the needs of animals in his or her care?" Discuss the consequences for the animal, the involvement of humane societies, the laws that are called into play, and the consequences for the offender.

Assist students to generalize that when an individual does not assume his or her responsibility, joint action is necessary. Governments create laws and provide services to ensure that people carry out their responsibility toward animals.

- What if there were no laws to protect animals? Ask students to speculate about the consequences.

In such a situation, what could individuals do to protect or promote the rights of animals?

- Constable Sawatsky assures Karen that the S.P.C.A. “isn’t in the business of punishing people” and that what the Society wants to do is “encourage people to treat animals properly in the first place.” Conduct an informal discussion about whether humane societies should be given *fewer* or *greater* controls over the welfare of animals.
- Assign groups the task of writing private regulations affecting pet ownership. Each group should select one aspect, for example, pet care in the home, keeping wild animals as pets, neighborhood zoning and lease laws, public-building and apartment policy, pet care during vacations, pet abandonment, breeding controls. (Or, use the animal-care and housing laws that students created earlier in this study.)

Review the steps that would be taken if the regulations were to become city bylaws or provincial laws.

Ask a representative from each group to introduce the regulations in the form of a motion or bill. The class (legislative body) will discuss and vote on the bills created by each group.

If time permits, students could form a model city council, legislative assembly, or parliament, and role-play the passage of a bill into law.

- Refer to the earlier discussion about what would happen if there were no laws to protect animals. In such a situation, individuals might form an association to deal with animal welfare. Have students create a constitution for an animal-welfare organization, naming the organization, defining the purpose, and describing the organizational structure.

Compile a chalkboard list of problems such an organization might encounter. Have groups develop appropriate courses of action.

Should such organizations be regulated by governments? Discuss this matter with the class.

Option B

The class selects *one* animal-rights issue: trapping, intensive farming, product testing, or whaling. Working from fact sheets and from additional research, students can discuss ethical and practical viewpoints of the issue. They can debate, formally or informally, such controversial resolutions as:

“That leg-hold traps be prohibited, by law, from use.”

“That government place controls on farming methods.”

“That there be no requirement to test cosmetics on animals.”

“That whaling be abolished.”

Organize students into groups with similar viewpoints on the issue selected. Groups should decide on appropriate courses of action to take in effecting change or maintaining the status quo, e.g.:

- As individuals, decide whether or not to use a particular product.
- As citizens, write letters to the editor of a local newspaper or Member of Parliament, or present a position paper to a government representative, or participate in a government lobby. (In this last case, one group could lobby for change, while another, representing government, could argue to maintain the status quo.)
- As government representatives, present a bill to the legislative body (class), and participate in debating and voting.

Groups should decide whether or not the action taken was effective.

* * *

The foregoing activities are designed to help students respond to the social issue: “How much responsibility should governments assume for satisfying the needs and wants of citizens?” When students have completed this humane-society case study, as well as the historical case study, they will be amply prepared to resolve this issue.

PRESCRIBED RESOURCES

Carlton, A. *Here's How It Happens: How Governments Work in Canada*. Agincourt, Ontario: Gage Educational Publishing Ltd., 1978.

This student text focuses on the structure and function of local, provincial, and federal government in Canada. Each of the first three chapters starts with an informal conversational story, which leads to a formal explanation of government. A thorough review section ends each chapter. A fourth chapter provides seven class activities, five study and research activities, and a glossary. The activities and narrative approach are intended to interest students at the Grade 6 level. Multiple copies, for group work, would be desirable.

Marchand, E. *The Structure of Government*. Scarborough, Ontario: Prentice-Hall Media, 1981.

This kit provides a good introduction to government in Canada for students in Grade 6. The audio and visual quality of the kit is high, and the content is current and easily comprehended. The material moves from a general discussion of government to specific descriptions of governments in Canada and how they work. An accompanying *Teacher's Guide* contains pre- and post-viewing activities, key concepts, a glossary of terms, as well as narration for each filmstrip.

Marchand, E., *Working For Canadians*, revised edition. Scarborough, Ontario: Prentice-Hall Canada Inc., 1984.

This book is a revision of *Working Together: A Study of Local, Provincial, and Federal Government* (Alberta Education). The content is presented via an inquiry approach. Students, while covering the objectives for 6C, can become involved in a variety of learning activities that allow them the opportunity to work individually, in small groups, or as a whole class. The purchase of several copies of this text would facilitate group work.

Marchand, E., and Alberta School Broadcasts. *Working Together: A Study of Local, Provincial, and Federal Government*. Edmonton, Alberta: Alberta Education, 1978.

This student text contains four major themes: what is government; how you form local and provincial governments; elected members of your government; and how your governments

work. Inquiry, value clarification, and social-action activities are suggested. Many pictures, diagrams, and cartoons make this text attractive to students of Grade 6.

ANIMAL-WELFARE RESOURCES

Carson, Gerald. *Men, Beasts, and Gods: A History of Cruelty and Kindness to Animals*. New York, N.Y.: Charles Scribner's Sons, 1972.

The author writes about the relationships that have existed between mankind and the lower animals from prehistory to the present. In Part I, the author discusses the past 100,000 years of man and animals living together. Part II deals with kindness and cruelty to animals in the United States. Part III examines the unwanted animal; rodeos; animal experiments; fashion furs; and the most dangerous animal in the world—the human species. Also included is an index and a bibliography.

Fox, Michael W. *Returning to Eden: Animal Rights and Human Responsibility*. New York, N.Y.: Viking Press, Inc., 1980.

The focus is the relationships between humans and other animals. The author discusses animal abuse by covering such issues as: laboratory animals; factory farming; pets and their relationships with their owners; mismanagement of zoos; misguided attempts at wildlife conservation; and animal rights. Several appendices include: humane alternatives to using animals for factory farming, and to abusing them in movies; U.S. animal welfare laws; and U.S. federal agencies.

Hay, James F. *Care and Management of Animal Visitors at School*. Englewood, Colo.: American Humane Association, 1983. \$1.50

This booklet is designed to assist teachers in the care and handling of animals that are brought into the classroom. The author outlines a dog safety program and concludes with a table of Comparative Physiological Data of Selected Animals. The data includes such statistics as: adult weight range, age of puberty, gestation, litter size range, normal temperature, normal heart beat, and normal respiration range.

McCoy, J.J. *In Defense of Animals*. New York, N.Y.: The Seabury Press, Inc., 1978.

This book discusses the history of animal protection and the passage of the first United States animal protection bill in 1828. The author

examines the way our ancestors thought of animals and explores how and why people still mistreat them. Also discussed are: use of animals in research, sport hunting, commercial trapping, the transportation and slaughter of food animals, and the control of surplus cat and dog populations. McCoy also provides some basic rules for the care of pets and the use of animals in school science experiments. He concludes with a section on how to become involved in the field of animal protection.

People and Animals: A Humane Education Curriculum Guide. East Haddam, Conn.: National Association for the Advancement of Humane Education, 1981.

Consisting of four teaching manuals (Level A—Preschool & K; Level B—1 & 2; Level C—3 & 4; Level D—5 & 6), *People and Animals* presents curriculum-blended activities that integrate humane concepts with skills and content from language arts, social studies, math, and health/science. The activities are designed to help students think critically and clarify their own feelings about various issues, as well as provide them with factual information and understanding about animals, their place in the environment, and their relationship to humans. The activities can be used to teach or reinforce academic skills using high-interest animal material.

Poynter, Margaret. *Too Few Happy Endings: The Dilemma of the Humane Societies.* New York, N.Y.: Atheneum Press, 1981.

This is a discussion of humane societies and animal shelters, plus the critical problem of pet overpopulation and stray animals. The book gives guidelines for young people who want to check up on animal care at shelters in their area and tells of people who have taken up animal rescue on their own. Poynter also describes the daily life of Humane Society care workers and some usual and unusual rescues of animals.

Project Wild: Elementary Activity Guide. Boulder, Colo.: Western Regional Environmental Education Council, 1983.

Project Wild is an interdisciplinary, supplementary, environmental education program for kindergarten through high school. The goal of *Project Wild* is to develop awareness, knowledge, skills, and commitment, resulting in informed decisions, responsible

behavior, and constructive actions concerning wildlife and the environment, upon which all life depends. The program is divided into seven sections, with activities for each: awareness and appreciation; diversity of wildlife values; ecological principles; management and conservation; people, culture, and wildlife; trends, issues, and consequences; and responsible human actions. Also included are appendices with: a glossary of terms for use by the instructor; a complete listing of the Curriculum Framework; and cross-references by subject area, skills, and topics.

A Canadian edition of *Project Wild* is planned.

Rollin, Bernard E. *Animal Rights and Human Morality.* Buffalo, N.Y.: Prometheus Books, 1981.

The author presents the theoretical and practical issues relating to animals and morality. Parts I and II present the philosophical basis for the status of animals, and for their moral and legal rights. Part III discusses in detail the problem of use and abuse of animals in research. Part IV applies Rollin's moral ideas to a more practical problem: that of extermination of pets. There is an extensive bibliography.

Singer, Peter. *Animal Liberation: A New Ethic For Our Treatment of Animals.* New York, N.Y.: Avon Books, 1975.

This book is about the animal-liberation movement and how we ought to treat non-human animals. Singer discusses the prejudices behind our attitudes and behavior toward animals. He highlights the heavy emphasis in affluent nations on rearing animals for food, and the wastage that results. He includes several appendices: cooking for animal liberationists, further reading, and a list of organizations in the United States and Britain that are working for radical changes in our attitudes toward, and treatment of, non-human animals.

Orlans, F. Barbara. *Animal Care From Protozoa to Small Mammals.* Don Mills, Ontario: Addison-Wesley Publishers Limited, 1977.

The book provides guidelines for a wide variety of experiments that can be performed humanely on living creatures, including man. Each section is devoted to a particular type of organism, from the tiniest protozoa to mammals. Canadian regulations governing the

use of animals at the pre-university level are outlined, and regulations for animal experimentation in science fairs are also included.

Weber, William J. *Care of Uncommon Pets*. New York, N.Y.: Holt, Rinehart and Winston, 1979.

Dr. Weber discusses the care of such popular, but less common, pets as: rabbits, guinea pigs, hamsters, mice, rats, gerbils, chickens, ducks, frogs and toads, turtles and tortoises, snakes and lizards, and budgerigars. He covers raising and keeping animals, providing extensive detail on handling, housing, feeding, breeding, and diseases. The author illustrates his book with photographs of his own, and includes a bibliography of further reading at the end of each chapter.

PERIODICALS

ANIMALKIND. Edmonton, Alberta: The Alberta Society For The Prevention Of Cruelty To Animals.

This is the journal of the Alberta S.P.C.A. Published three times a year, it contains articles on different aspects of the animal-welfare movement.

CHICKADEE. (ages 3 to 9) and *OWL* (ages 8 to 14). Toronto, Ontario: The Young Naturalist Foundation.

These periodicals are published with the aim of interesting children in their environment. Published monthly during the school year, each issue has a careful mix of stories and activities.

FUR AND FEATHERS. Toronto, Ontario: The Kindness Club and The Toronto Humane Society.

This is the quarterly publication of the Kindness Club of Canada. Designed for children in elementary or early junior high, the magazine contains animal stories and activities.

HUMANE EDUCATION. East Haddam, Conn.: National Association for the Advancement of Humane Education.

This publication is designed to help teachers blend humane education and animal topics into their daily classroom activities. Children's interest in animals becomes a motivational tool for learning skills. The magazine contains ready-to-use activities, copy masters, and articles on humane education. It provides activities that relate to articles in corresponding issues of *Kind News*.

KIND NEWS. East Haddam, Conn.: National Association for the Advancement of Humane Education.

This is a newspaper designed to help children develop knowledge of and concern for animals. It contains stories about animals and environmental issues, reports about children who are working to protect animals and the environment, puzzles, project ideas, etc. *Kind News* is published quarterly in two editions: *Kind News I* for children in Grades 1 to 3; and *Kind News II* for children in Grades 4 to 6.

N.B. Various pamphlets are available free of charge, or at a low cost, from humane societies, Alberta Agriculture, and pet food companies.

SOURCES OF INFORMATION

Alberta Humane Societies

Alberta S.P.C.A.
218 Abbottsfield Mall
3210 - 118 Avenue,
Edmonton, Alberta T5W 4W1
471-2020

Calgary Humane Society
1323 - 36th Avenue NE
Calgary, Alberta T2E 6T6
250-7711

Crowsnest Pass S.P.C.A.
Box 871
Blairmore, Alberta T0L 0E0
562-8112

Edmonton S.P.C.A.
12251 - 67th Street
Edmonton, Alberta T5B 1M8
471-1774

Fort McMurray S.P.C.A.
Box 5604
Fort McMurray, Alberta T9H 3G5
791-4444

Grande Prairie and District S.P.C.A.
c/o 9902 - 83 Avenue
Grande Prairie, Alberta T8V 3T5
539-6509

Lethbridge S.P.C.A.
Box 1401
Lethbridge, Alberta T1J 4K2
329-9463

Lloydminster S.P.C.A.
Box 244
Lloydminster, Saskatchewan S9V 0Y2
875-5167

Medicine Hat S.P.C.A.
#9 - 448 Division Avenue NW
Medicine Hat, Alberta T1A 5Y1
527-6447

Parkland Humane Society
Box 931
Red Deer, Alberta T4N 5H3
342-7722

Pincher Creek S.P.C.A.
Box 290
Pincher Creek, Alberta T0K 1W0
627-3030

Yellowhead Humane Society
Box 1641
Edson, Alberta T0E 0P0
723-3005

Canadian Humane Societies

Canadian Federation of Humane Societies
101 Champagne Avenue
Ottawa, Ontario K1S 4P3
(613) 728-2516

The Toronto Humane Society
11 River Street
Toronto, Ontario M5A 4C2

American Humane Societies

American Humane Association
9725 East Hampden Avenue
Denver, Colorado 80231
U.S.A

Humane Society of the United States
2100 L. Street NW
Washington, DC 20037
U.S.A.

National Association for the Advancement of
Humane Education
Box 362
East Haddam, CT 06423
U.S.A.

Other Addresses

The Kindness Club
252 Waterloo Row
Fredericton, NB E3B 1Z3

The Young Naturalist Foundation
59 Front St. E,
Toronto, Ontario M5E 1B3

Agriculture Canada
Information Division
Ottawa, Ontario K1A 0C7

Alberta Agriculture
Print Media Branch
7000 - 113 Street
Edmonton, Alberta T6H 9Z9

Alberta Veterinary Medical Association
#208, 9509 - 156 Street
Edmonton, Alberta T5P 4J5
489-5007

An educational television program can be an effective and stimulating learning resource. Because of its ability to convey information and meaning through scenes and sounds, television is one of the most effective classroom tools at your disposal. In addition, support materials are available for a number of ACCESS NETWORK programs. Many of these materials—which include student/teacher guides and manuals, slides, transparencies, filmstrips, posters, etc.—contain suggestions for previewing and post-viewing activities.

Many teachers have found that the effectiveness of video programming can be enhanced in the following ways:

1. Use the **stop** and **pause** buttons frequently to highlight program segments. This will help break the passive viewing habit created in students by commercial TV and focus their attention on your purpose for showing the program(s).
2. Use the **counter** to prepare for the viewing session. Set it to zero at the start of a program. This will help pinpoint the location of segments to be reviewed later. You can then create a **log** by jotting down the counter numbers that correspond to important segments.
3. Be specific about viewing objectives **before** showing the program. Students will be able to focus their attention better if they are aware of what to look for in a videotape. Prepare a list of guideline questions on the blackboard or on photocopied handouts. (Be sure to cover all of the questions in post-viewing activity.)
4. Since educational television programs generally include more material than can be digested in a single viewing, show the program in its entirety once and then, after clarifying vocabulary difficulties and reviewing specific learning objectives, show selected portions a second, even a third, time. Again, the stop and pause buttons can be used to allow students to take notes—or focus attention on a particular item of importance.
5. Television programs consist of **both** audio and video signals, and viewers often need to be stimulated in order to derive maximum information from both. During the second viewing of a program segment, you can stimulate the development of viewing and listening skills by showing the picture but turning off the sound and asking for recall of audio information. Alternatively, leave the sound on but eliminate the picture.
6. Both for viewing comfort and for note-taking convenience, TV should not be viewed in a dark room. However, light can also be a problem, so the television set should be located to avoid window reflection on the screen. To eliminate ceiling-light reflection, tilt the set forward slightly.
7. Ensure that all students have a clear line of sight to the set. If necessary, alter seating arrangements to give every student a satisfactory view of the screen.
8. Adjust the controls of the TV set to ensure good color balance, adequate brightness, and contrast.
9. In some cases, it is useful to have tapes and equipment available for independent viewing by individual students.

